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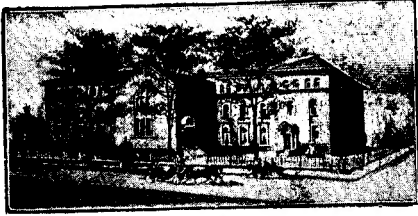
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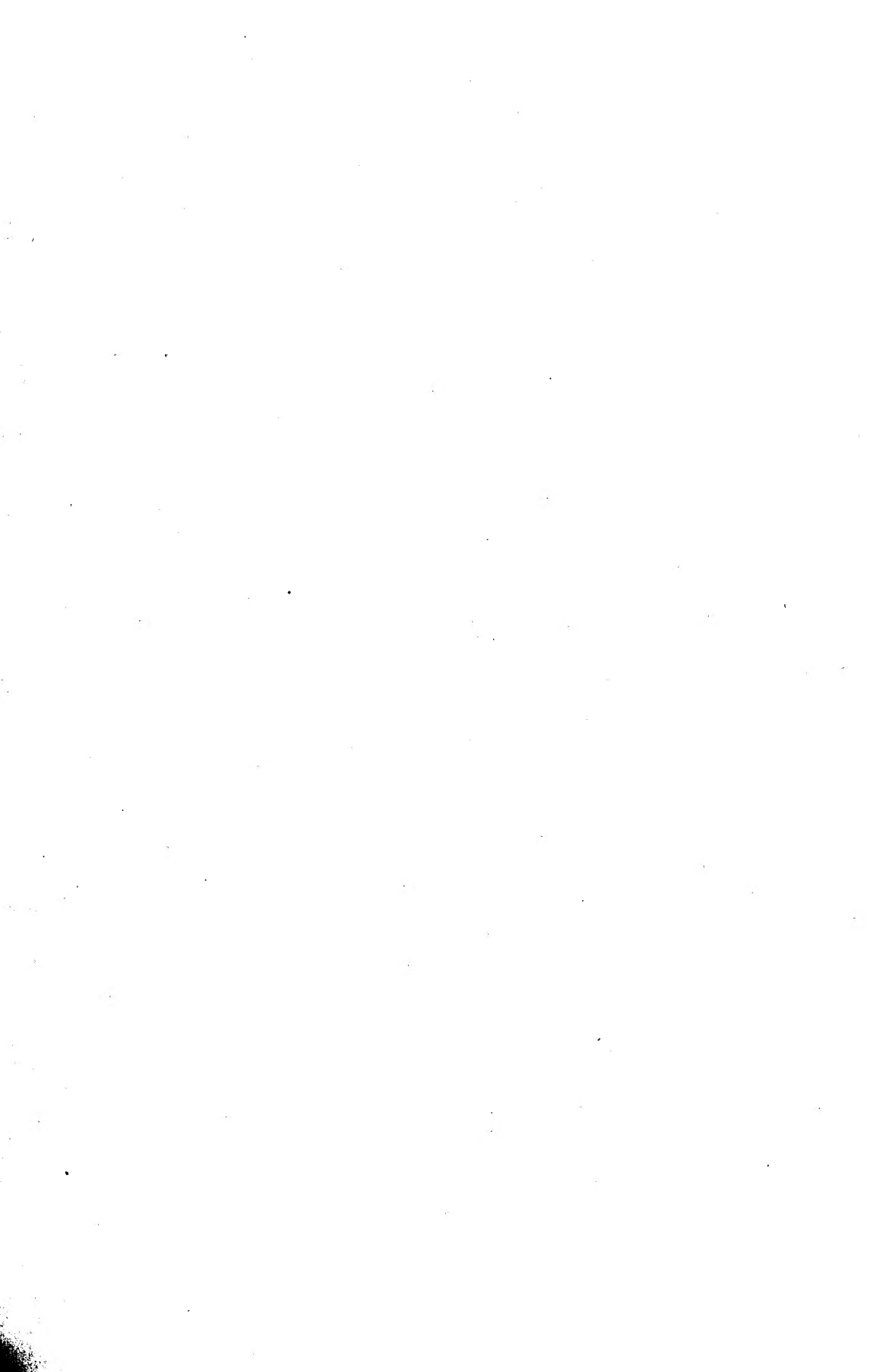
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QUEEN'S UNIVERSITY JOURNAL



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UNIVERSITY WORK IN GERMANY.

AT the request of the Editor of the JOURNAL for an article on university-work in Germany and France, I have from personal observation and experience gathered together a few facts which will be of interest to those especially who contemplate pursuing post-graduate studies abroad. I may state at the outset that it is not my intention to draw a picture of student-life, or to discuss the merits or demerits of systems of education, but rather to give some useful hints to the foreign student who finds himself in the midst of such life and face to face with systems different from that to which he has been accustomed. As the greater part of my stay on the continent was in Germany, I shall confine myself chiefly to university-work in that country, closing with a word on summer schools in France, of which I had also some experience.

The German academic year is divided into two semesters. The summer semester extends from the fifteenth of April till the fifteenth of August; the winter semester from the fifteenth of October till the fifteenth of March. If you deduct two weeks from the beginning and two weeks from the end of each semester you have practically the actual period within which lectures are held, the

above dates denoting merely the official opening and closing. This being the case a student leaving Queen's to continue his studies in Germany need lose no time in getting to work.

One of the first things to decide upon is of course what university had better be attended. Germany with its score of universities affords in this respect ample scope for choice. A great deal depends naturally on what line of work the student wishes to follow up. The larger universities such as Berlin, Munich, or Leipzig are fairly well equipped all round. Connected with Leipzig (to mention the university with which I am best acquainted) are, for example, the church-historian Hanck, the chemist Ostwald, the psychologist Wundt, the philologist Brugmann, the germanist Sievers, the social-historian Lamprecht, and others who have world-wide reputations. Any of the larger universities could show a similar list of prominent professors. In special lines, however, some of the smaller places of learning offer equally good advantages to the student and indeed at such universities a person has often a better chance to do practical work in the seminars and laboratories, which are not so overcrowded as in the larger centres. Moreover in a

smaller place the student is more liable to come into closer contact with his professors, and in the case of the student who wishes to make himself proficient in the use of the German language he will find himself subject to fewer temptations to use the mother-tongue. Thus Göttingen will be found for most purposes very satisfactory; Halle, the centre of the pietistic movement of the eighteenth century, has always had a strong staff in theology; Freiburg, Marburg, Heidelberg and Straszburg are from their situation and surroundings particularly fine places at which to spend a summer-semester, while their special advantages in the line of concerts and theatres make Berlin and Leipzig desirable places of sojourn during the winter months. In the matter of the best university for special work the student must of course choose for himself, and his best plan will probably be to get a Verzeichnis or list of the lectures to be held in the various German universities, the perusal of which ought to help him in his choice. Such a catalogue for all the universities of the German Empire is published about the beginning of each semester and may be had at any bookseller's.

If a student intends to spend a number of semesters in Germany his best plan is to matriculate at the university where he purposes studying. By so doing he ceases to be a "Philister" and becomes entitled to all the rights and privileges which form the birth-right of the German student. With his Legitimationskarte (passport-card), which he receives at the time of matriculation, he can defy even the police and demand judgment by his peers, for he is now, as *civis*

universitatis, subject to university jurisdiction. Moreover, by matriculating one is saved the trouble and delay which usually occur if you have to apply to the educational department of the state for permission to attend lectures as a "hearer." The ceremony of matriculation should be gone through as soon as possible after the opening of the semester. All the documents necessary are a Canadian passport and a college diploma. These having been accepted by the university judge, you receive your student-card along with a pile of pamphlets containing rules and regulations of all descriptions. Then you are required to sign a formidable looking document declaring obedience to university authority, which document you receive after having ratified your promise by shaking hands with his Magnificence the Rector. At most of the German universities lady-students are not allowed to matriculate, but may attend nearly all courses as "hearers" on obtaining the necessary permit. The foreigner must matriculate once every two years at Leipzig, the fee being about five dollars.

After being matriculated a student may attend as many or as few courses of lectures as he pleases. He must sign for one course in order to secure his standing as a matriculated student, but is otherwise perfectly free. The lectures to be held will be found in the printed catalogue (to be had at a bookseller's), and are also posted somewhere about the university building. You declare your intention to attend a course by signing a sheet known as the Belegbogen, which is passed around the lecture-room for the first few weeks of the semester by the famulus. For every course of

lectures attended a fee is charged. A four-hour-a-week-course at Leipzig for example has a fee of seventeen marks (\$4.25) attached to it, other courses being charged for in proportion. Seats in the lecture-room may be secured by placing your card in the ink-well.

It need hardly be said that the better prepared a student is beforehand with the language, the sooner he will be able to derive benefit from the lectures. The student who has had no previous preparation does not, as a rule, get much out of the first semester. Even those who have a fairly good knowledge of the language will find themselves somewhat at sea for the first couple of weeks spent in a foreign country unless they have previously had opportunities of hearing the language of that country spoken. It will probably be found much easier at first to understand the language of the professional desk than that which one hears round about him on the streets and in ordinary life, and for the simple reason that platform oratory is as a rule more deliberate and is far clearer and more logical in construction than the careless, slurred and often not too correct speech which the ordinary man employs at his daily affairs. Moreover, the language which one hears in ordinary life in Germany, and this is true to a greater or less extent of other countries as well, has often dialectical peculiarities which render it difficult for the foreigner, and sometimes for even the German of another district to understand it. Such peculiarities are of course eliminated as far as possible by the lecturer, whose language is more like that which a student of German at our home universities would

be liable to acquire from a study of books. Not that the language of the German lecture-room will be found to be precisely that of the written page—far from it. All free speech has a tendency towards greater simplicity. Looser constructions, freer word order and shorter sentences will be found characteristic as a rule of the German speaker as opposed to the more elaborate, strictly logical and often very involved style of written works. Nevertheless an acquaintance with books, and more especially with books bearing on the line of work pursued, will be found of the greatest assistance in enabling the student to understand lectures in the shortest possible time.

But inspiring as it may be to listen to lectures, these are important chiefly as a stimulus to the student. He learns through them methods of treating different subjects, receives through them possibly many valuable hints, and by having several points of view presented to him is placed in a position to think and judge for himself. It is, however, the work which he does for himself from which he derives most benefit. This side of the student's development, the encouragement of original work, is looked after in the German seminar. The seminars and proseminars (the latter being for more elementary work) should be frequented by the student who wishes to get the most out of a stay at a German university. There are seminars in connection with the various departments of study, and seminar work is to the student of history, philosophy or literature very much of the same importance as laboratory work to the science man or clinical work to the student of medicine. Admission to

seminars or pro-seminars, as ordinary or extraordinary member, is to be obtained by personal application to the head professor of the department, whose hours for receiving calls (*Sprechstunden*) will be found posted up, together with his list of lectures. In connection with the seminar is generally a very valuable library and work-room to which members have access and where they can do all their work if they so desire. This is a great boon to the student for it is not always convenient to get a book out of the university library just when wanted. The library of the Germanic seminar at Leipzig is one of the best to be found anywhere.

I spoke above of ordinary and extraordinary members of seminars. The duties of such members differ very much in the different departments. In the French and English seminars at Leipzig, of which I was an ordinary member, the duties consisted chiefly of interpreting a portion of text and of answering questions with regard to such interpretation. The extraordinary member of such a seminar had really nothing to do but listen. In the German seminar, however, as in most seminars, the ordinary members (and these are greatly limited) have to read papers on some subject assigned by the professor or chosen by themselves, having probably some months in which to prepare the work. The extraordinary members act in such cases as referents or critics and are also called upon to do other work arranged by the professor.

The course for the degree of Doctor of Philosophy extends over three years (six semesters), but the student who has done any post-graduate work at home may generally try for the de-

gree after spending three semesters at a German university. The pro-chancellor conducts all proceedings with regard to examinations and any information on this subject is to be obtained from him. A candidate for examination must present a thesis on some subject agreeable to the head professor of the department in which his work lies. The thesis must be scientifically worked out and embody the results of independent research. If the thesis is found satisfactory the candidate has then to face an oral examination in a major and two minor subjects, the subject in which the dissertation lies being the major. The purpose of the oral examination is to find out how far the candidate's special knowledge, as exhibited in his dissertation, is supported by a more general knowledge in his own and in closely related branches of study. A fairly wide choice is allowed in the matter of minor subjects, the pro-chancellor having however the power to decide on what will be accepted as adequate. When the oral test (generally an hour in each subject) has been passed and the necessary number of printed copies of the dissertation have been handed over to the pro-chancellor, the doctor-diploma is granted. There are no convocation proceedings as in Canadian universities.

I have tried to outline briefly some of the points of the system in vogue at German universities, which it is in the interest of anyone who purposes studying in Germany to know. I have made no attempt to describe the student-life, for that would require an article by itself. However, a word ought perhaps to be said with regard to the manner of living. A student

may either stay at a regular boarding house (Pension) or, if he finds it more convenient, he may secure a room with breakfast and take his other meals in restaurants, of which the cities of Germany have such a bountiful supply. It may be of advantage to live at first in a pension till one gets used to the new surroundings and masters the language tolerably well. There you are brought into contact with a German family or thrown into the society of other boarders and are therefore less liable to have that lonesome feeling which at times comes over the stranger in a strange land. In a pension, too, one should have a better chance to improve his knowledge of the language. The other method of living has, however, also its advantages. For one thing you are not bound down to pension meal-hours, which are often inconvenient, and my own experience was that you could live better for the same money. Of course in a matter like this a good deal depends on the tastes of the individual himself, and also on the circumstances and surroundings among which he finds himself. What is true for one place, might not hold good in another, so that it is impossible to say anything very definite on this subject.

In cases of difficulty where advice is needed, this can always be had by appealing to the British consul, or, if there is an English or American pastor in the place, as there is in all cities where many English-speaking people are congregated, he will always be found ready to do everything in his power to help you.

A most pleasant as well as profitable manner in which to pass the vacation period between the summer

and winter semester, is a stay in one of the towns of Eastern France or of French Switzerland. At university towns like Grenoble, Besançon, Neuchâtel and Geneva, summer courses especially designed for foreigners are given during the months of July, August, September and October. These are chiefly linguistic in character, but lectures are delivered also on a variety of subjects of general interest. The surroundings of such places are moreover very beautiful and the excursions and walking tours organized by the French students for the benefit of the foreigners form a special attraction, making a very pleasant break in the ordinary studies and affording a splendid opportunity for one to extend his practical knowledge of French. Probably the most pleasant period of my stay in Europe was the summer which I spent in Besançon attending such a course.

E. J. WILLIAMSON.

TROUBLES OF THE EDITOR.

Outside a drizzling rain kept drizzling; the sombre sky grew still more sombre; and the haggard editor looked still more haggard, as he wearily wended his way to the Job Department of the *British Whig*. As he entered the room, the foreman drew his attention to this very space; which act of kindness caused him to gaze as blankly at the foreman as the space gazed at him.

Sighing deeply and in a tone of the deepest despair, he exclaimed, "Oh, wretched man that I am! Who can deliver me the goods for which my soul longeth?" In great agony of spirit, he tried to draw consolation from some ardent spirits, then fled, leaving this behind.



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Editorials.

THE results of the Medical examinations will be found in this number. Thirty-seven more Queen's men have received the desired pig-skins which announce to all the world that the possessors of them are now Doctors of Medicine and Masters of Surgery, ready to show their skill in relieving humanity of the many ills flesh is heir to. A few of their classmates have fallen by the way and will be obliged to try their persuasive abilities next October.

Our young graduates have during their time at Queen's received from their fellows and their professors the best of training and advice and we would not presume to offer more. We can only take this opportunity of bidding them, in the name of good old Queen's, a most hearty farewell, and of wishing every one of them a truly successful career. Queen's will not forget her children. We hope they will not forget Queen's.

EVERYBODY is now deep into examinations, and thinking of what he is going to do during the summer. A few are writing their last examinations at old Queen's, and some are writing their first. And in the epidemic of study a few forget that health is of more importance than passing an exam., for health is essential to you if you are to do your best work in life; while to have your name on the pass-list is merely a recognition that in your studies you have reached a certain stage; and that recognition will sooner or later be given by the world whether you have your name on a pass-list or not.

Are we to be understood as saying that examinations have no value? By no means. That the examination system is a very unsatisfactory one is so commonplace a statement we cannot claim the honour of having discovered that fact, nor will we seek notoriety by attempting to refute it. But we are not prepared to admit that examinations are useless; and we think that in field-sports we can find a very close analogy to this system. We are informed that on a certain day every convenience will be made for trials of skill and endurance in a number of events, such as running, jumping, throwing; also that there will be judges to judge of the relative merits of the competitors; and also that there will be prizes, or at least points, given to those competitors who head the list in any one event, provided that in every case a certain standard is passed. Now what is the use of all this? Are we to suppose that those who compete are in any way superior to those who do not compete? or that those who win are in any way superior to the rest of the competitors? A

certain one wins the mile race. But has he not been training for it for a month past? It is questionable whether he could run a mile at all, leave alone reaching a certain standard, when he is not in training. But there may be many among the rest of the competitors who, under ordinary circumstances, have more endurance and more speed than he, but who have not had the same advantages for training. But let us suppose that all have had the same amount of training and that their order in the race is a correct measure of their relative speed and endurance, yet can we say that they are therefore braver, or stronger, or wiser, or more all-round athletes than many of those who have not entered into the races? By no means. There may be many a farmer among the spectators, or many a blacksmith, or many another who could run faster, or jump higher, or throw farther, had he but a little training that he might get the knack; but who is every day accomplishing feats of strength and endurance which require much judgment and common-sense, and of which no one of the many who took part in the day's events is capable.

Are we then to conclude that field sports are of no value? By no means; merely that as a means of measuring a person's physical capacity they are very unsatisfactory. But before we pronounce too harshly we must consider a few points in regard to the real object of field-sports.

In the first place field-sports cover a limited field of physical attributes, hence they were never meant to be a measure of one's physical capacity but merely of what one could do

along certain lines. The object of finding this out is to bring one's strong points to the notice of the spectators; whereas otherwise one might never have an opportunity of exhibiting these special characteristics. But the value of these strong points lies not in their receiving the recognition of the multitude, but in their being used to some good end in life. Whether therefore a person receive recognition of his ability by gaining a point in the mile race, or passing an examination, or whether he receive recognition of his ability not then but later by putting his ability to some practical use, or whether he receive recognition at all, does not count in the ultimate reckoning; what does count is that he has this ability and can use it when needed.

Another, and perhaps a more important use of field-sports and examination-hall-sports, is in the element of competition. Do you intend to take part in the mile race, you puny, weak-chested, thin-legged individual? Then turn out and train, and so build up your body; and train regularly, and so build up your moral nature. Go in determined to win. Then if you do not win, do not even get a point, at least you have built up a splendid body and have given your will a splendid training. And if you win, or at least get a point, you have the satisfaction, not of having done something noteworthy that day, but of having accomplished something of permanent value during the past few months or years, of which your standing is but the measure, and not the goal.

Many a person may pass you in the race. This one has not trained at all,

Lucky individual if his every-day standard is superior to your best; wretched individual if he is never better than what he is all the time. That one has been training only for a short while; his time before he began training he has wasted, and he has trained only under the spur of the approaching event. Pity him. For if he has passed you in the race, his achievement is only the earnest of what he could do, and not, like yours, the measure of what he has done. And the very way he went about it would lead us to fear that he will never go heartily into anything, and therefore that he will not progress, while you are forever progressing. But do not complain that he has passed you. Of your relative speed and endurance only is this race the measure; not of your growth in the past, not of your potentiality for the future, nor of the character you have developed by your work. Take the race, and the examination, for what it is worth, do not attach to it more than its real value, and you will not be disappointed; or if you are, you deserve to be.

It is not necessary to draw the parallel between field-sports and examinations. But we would like to close with two remarks. First—Write for place, that is to say, do your best in an examination, do not be content with merely passing, for to merely pass an examination is not to derive any but a passing benefit from it. But if you do your best, yet get only the required percent., you may have achieved something of more permanent value than many a one who has passed you. And second—Remember that examinations are not ends in life; but that health, in so far as it is neces-

sary to the accomplishment of anything in life, is an end. Therefore do not sacrifice health to examinations.

The examinations will be almost over before these remarks appear in print. We write them because we expect to need the consolation they may offer. We hope they may be of help to others who may need consolation.

“CAN Christians believe in Evolution?” This is the question that has been the subject of a great deal of discussion in the columns of *Public Opinion*, a British weekly journal. It seems to us that the manner in which the query is put indicates, on the part of the proposer of the query, a wrong attitude towards Christianity on the one hand and Science on the other. To our mind the question to be decided first must be, “Is Evolution a fact?” If on investigation we find that Evolution is true, we must believe in it, whether we are Christians or not. A person should only be asked to believe what he himself knows or feels to be true, and this applies to a Christian as to others. From the tone of the question in *Public Opinion* one might infer that when a Christian comes to consider the theory of Evolution, the theory of Gravitation, or the theory of Electrolytic Dissociation, it is not the truth or falsehood of these theories which must determine his attitude towards them, but some higher standard by which as a Christian he can judge all things. Now, has a Christian any such means of testing whether a thing is to be believed or not, other than the fact of its truth or falsehood? We think not. We are not aware of any. For our part, we are quite ready to believe a theory or

statement just so soon as we have convinced ourselves that it is true.

"Can Christians believe in Evolution?" What is the idea of a Christian here presented? We take it, that a Christian is here looked upon as a person with a certain creed with which the theory of Evolution may or may not clash. If it does clash, farewell to Evolution—or Christianity. Now we do not think that at this late date it is necessary to emphasize the fact that Christianity is not a creed or system but a life, a life lived by following in the footsteps of our Great Exemplar, a life of "mildness and sweet reasonableness." The theory of Evolution must be considered on its own merits. If it is true, Christians can as well believe it as any; if it is false, Christians, as well as others, dare not believe it.

In the whole position criticized there is a sad lack of faith in the ability of truth to justify itself and prevail. If we sincerely believe that the world of things is ultimately rational, and that every development of it is the manifestation of reason, we can surely demand that reason and truth shall be the judge which shall say: "This is to be believed and that is not to be believed;" for the judge will know that this is true and that is not true.

EDITORIAL NOTES.

One more number of the present staff will have said farewell to journalism—for a time, at least, and will gladly welcome the approaching vacation. The last issue of this session will contain the complete results of the examinations in Arts, Science and Divinity, and will be

embellished with several cuts, which will include the Medallists and Prize Winners in Medicine and Arts, and last, but by no means least, the present Journal Staff.

THE JOURNAL STAFF ELECT.

THE Editor of the JOURNAL has been accused of prevarication in stating in our last issue that the names of the JOURNAL staff for the session 1904-05 would be found in another column. The Sanctum has been inundated by a wave of wild-eyed readers who after a prolonged and diligent but vain search through the pages of the last number to find the missing names determined at length to inflict summary punishment on the long-suffering editor. An explanation, sufficient to most of our readers, will no doubt be found in the statement that the last number came out on the First Day of April. The new staff is as follows: J. C. McConachie, B.A., Editor-in-Chief; W. Beggs, Associate Editor; D. A. McGregor, Exchange Editor; D. A. McKeracher, Managing Editor; Ladies' Department, Miss Tesky, Miss Cathro; Arts, W. W. Swanson; Divinity, H. T. Wallace; Medicine, J. P. Quigley, M.A.; Science, O. N. Montgomery; Athletics, H. Dunlop; Business Manager, S. M. Polson; Assistant Business Manager, Dennis Jordan; Business Committee, Miss F. O'Donnell, Geo. Richardson, Dan. MacKinnon.

It is unnecessary to state that the above have our best wishes for a successful year in journalistic work. We cannot do more than hope that their relations with each other and with the professors and students will be as harmonious and kindly as ours have been.

MEDICAL EXAMINATIONS.

WE publish to-day the results of the Medical examinations. As will be noticed, the list of Queen's medical graduates has been increased by thirty-seven.

MEDALLISTS, HOUSE-SURGEONS AND PRIZE-WINNERS.

Medallist in Medicine—Herbert Tandy, B.A., Kingston.

Medallist in Surgery—William Gibson, Emerald.

House-Surgeons in Kingston General Hospital for 1904-05—H. Tandy, B.A., W. Gibson, A. H. Singleton, B.A.

Chancellor's Scholarship—F. C. McCullough.

G. M. Grant Prize (fourth year)—E. W. Delong.

Dr. Clarke's Prize in Mental Diseases—J. M. Young, B.A.

Dean Fowler's Scholarship (third year)—A. C. Spooner, B.A., Latimer.

McCabe Prize in Pathology—H. J. Williamson, B.A., Kingston.

Hayunga Prize—P. A. McIntosh, B.A., Dundela.

Faculty Prize (second year)—E. Bolton, Phillipsville.

Prize in Anatomy—J. G. Dwyer, M.A., Kingston.

DEGREE OF M.D. AND C.M.

R. W. Bailey, Kingston, Jamaica.

M. E. Branscombe, B.A., Picton.

W. C. Browne, Bellview.

J. S. Carruthers, New Glasgow, N.S.

J. C. Caskey, Tweed.

A. K. Connolly, Kingston.

T. J. Costello, Calgary.

E. W. Delong, Gananoque.

A. C. Driscoll, Trenton.

A. D. Falkner, Williamstown.

E. A. Ferguson, Kingston.

A. A. Ferguson, Glenwalter.

J. V. Gallivan, Kingston.

William Gibson, Emerald.

J. J. Gillespie, Morrisburg.

J. R. Goodfellow, Kingston.

J. A. Graham, Montreal.

T. J. Gray, Kingston.

L. W. Hoppin, Kingston.

E. C. Kinkaed, Kingston, Jamaica.

A. J. Lalonde, Barrie.

G. C. Leach, B.A., Fenelon.

R. A. Lee, Port Hope.

A. T. Munroe, Moose Creek.

F. C. McCullough, Gananoque.

H. A. McDonald, Sunbury.

M. McGonigle, Newboro.

N. I. Pennock, Brockville.

Miss Victoria Reid, B.A., Kingston.

E. J. Robinson, North Williamsburg.

S. H. Rutledge, Thomasburg.

A. H. Singleton, B.A., Newboro.

N. Smith, Kingston.

H. Tandy, B.A., Kingston.

E. J. F. Williams, B.A., Brockville.

C. S. Van Ness, Wolfe Island.

J. M. Young, B.A., Bristol's Corners.

Fourth Year.

Bacteriology—J. E. Bromley, J. A. Graham, Miss V. Reid.

Clinical Surgery—H. Tandy, W. Gibson, A. H. Singleton, J. S. Carruthers, R. A. Lee, G. C. Leach, E. Robinson, Miss V. Reid, M. E. Branscombe, A. D. Falkner, T. J. Costello, A. K. Connolly, L. W. Hoppin, J. M. Young, A. T. Munroe, A. C. Driscoll, M. McGonigle, C. S. Van Ness, E. W. Delong, J. V. Gallivan, J. C. Caskey, T. J. Gray, A. A. Ferguson, J. R. Goodfellow, E. J. F. Williams, W. C.

Browne, S. H. Rutledge, J. Larocque, E. C. Kinkaed, J. A. Lalonde, J. A. Corrigan, N. Smith, J. W. Pressault, J. E. Bromley, J. J. Gillespie, J. A. Graham, N. I. Pennock, R. W. Bailey, W. J. Geddes, F. Kingsley.

Clinical Medicine—J. S. Carruthers, W. Gibson, F. C. McCullough, A. H. Singleton, H. Tandy, L. W. Hoppin, E. C. Kinkaed, R. A. Lee, R. W. Bailey, M. McGonigle, G. C. Leach, M. E. Branscombe, J. A. Corrigan, T. J. Costello, A. A. Ferguson, Miss V. Reid, E. J. Robinson, E. J. F. Williams, J. M. Young, E. W. Delong, S. H. Rutledge, C. S. Van Ness, J. V. Gallivan, J. R. Goodfellow, H. A. McDonald, J. C. Caskey, A. K. Connolly, J. A. Lalonde, N. I. Pennock, A. D. Falkner, A. T. Munroe, J. Larocque, T. J. Gray, N. Smith, J. J. Gillespie, J. A. Graham, R. H. Scott, W. C. Browne, A. C. Driscoll.

Senior Practice of Medicine—A. H. Singleton, W. Gibson, N. Smith, J. M. Young, H. A. McDonald, A. T. Munroe, F. C. McCullough, Miss V. Reid, M. McGonigle, T. J. Gray, E. J. Robinson, G. C. Leach, H. Tandy, E. W. Delong, J. C. Caskey, J. R. Goodfellow, T. J. Costello, E. J. F. Williams, R. A. Lee, A. A. Ferguson, W. C. Browne, A. J. Lalonde, L. W. Hoppin, J. J. Gillespie, A. B. Falkner, J. Larocque, J. V. Gallivan, S. H. Rutledge, E. C. Kinkaed, C. S. Van Ness, J. S. Carruthers, A. K. Connolly, R. W. Bailey, M. E. Branscombe, N. I. Pennock, A. C. Driscoll.

Senior Pathology—H. Tandy, A. H. Singleton, W. Gibson, F. C. McCullough, A. T. Munroe, Miss V. Reid, M. McGonigle, J. R. Goodfellow, S. H. Rutledge, J. V. Gallivan, J. M. Young, A. K. Connolly, A. J. Lalonde, R. A. Lee, N. Smith, J. S. Car-

ruthers, T. J. Costello, L. W. Hoppin, E. J. Robinson, A. A. Ferguson, E. J. F. Williams, W. C. Brown, M. E. Branscombe, F. Kingsley, J. C. Caskey, C. S. Van Ness, E. A. Ferguson, J. A. Corrigan, A. C. Driscoll, G. C. Leach, T. J. Gray, H. A. McDonald, N. I. Pennock, E. W. Delong, R. W. Bailey, A. D. Falkner, J. J. Gillespie, J. Larocque, J. W. Pressault, E. C. Kinkaed.

Senior Medical and Surgical Anatomy—T. J. Costello, M. McGonigle, A. H. Singleton, W. Gibson, H. Tandy, A. T. Munroe, J. M. Young, A. K. Connolly, H. A. McDonald, F. C. McCullough, J. S. Carruthers, J. R. Goodfellow, S. H. Rutledge, A. J. Lalonde, T. J. Gray, C. S. Van Ness, E. W. Delong, J. C. Caskey, R. A. Lee, E. J. F. Williams, J. V. Gallivan, J. Larocque, L. W. Hoppin, R. W. Bailey, W. C. Browne, N. Smith, G. C. Leach, M. E. Branscombe, N. I. Pennock, J. A. Corrigan, A. D. Falkner, Miss V. Reid, J. J. Gillespie, A. A. Ferguson, C. J. Austin, W. J. Geddes, E. A. Ferguson.

Eye, Ear, Nose and Throat—E. J. Robinson, E. C. Kinkaed, W. Gibson, A. K. Connolly, F. C. McCullough, A. J. Lalonde, M. E. Branscombe, A. H. Singleton, H. A. McDonald, N. Smith, M. McGonigle, R. W. Bailey, H. Tandy, G. C. Leach, T. J. Costello, J. V. Gallivan, W. C. Browne, J. R. Goodfellow, J. C. Caskey, J. J. Gillespie, S. H. Rutledge, E. W. Delong, L. W. Hoppin, Miss V. Reid, W. H. Lavell, A. T. Munroe, R. A. Lee, J. S. Carruthers, N. I. Pennock, C. S. Van Ness, A. A. Ferguson, J. M. Young, A. D. Falkner, E. J. F. Williams, J. E. Bromley, A. C. Driscoll, J. Larocque, T. J. Gray, J. W. Pressault.

Senior Obstetrics—A. H. Singleton, H. Tandy, W. Gibson, G. C. Leach, R. W. Bailey, R. A. Lee, J. R. Goodfellow, E. J. Robinson, T. J. Costello, Miss V. Reid, A. D. Falkner, J. S. Carruthers, T. J. Gray, F. C. McCullough, W. C. Browne, A. J. Lalonde, L. W. Hoppin, A. T. Munroe, E. C. Kinkaed, J. J. Gillespie, A. A. Ferguson, J. C. Caskey, A. C. Driscoll, H. A. McDonald, J. M. Young, A. K. Connolly, E. J. F. Williams, W. H. Lavell, C. S. VanNess, J. V. Gallivan, N. I. Pennock, J. E. Bromley, S. H. Rutledge, J. W. Pressault, E. W. Delong, N. Smith, M. McGonigle, J. A. Corrigan, M. E. Branscombe, W. J. Geddes.

Senior Surgery—William Gibson, A. H. Singleton, L. W. Hoppin, H. Tandy, E. J. Robinson, J. V. Gallivan, M. E. Branscombe, H. A. McDonald, A. A. Ferguson, J. C. Caskey, F. C. McCullough, G. C. Leach, T. J. Gray, A. T. Munroe, A. D. Falkner, T. J. Costello, N. Smith, S. H. Rutledge, J. R. Goodfellow, J. W. Pressault, Miss V. Reid, A. K. Connolly, J. Larocque, A. C. Driscoll, R. A. Lee, J. S. Carruthers, A. J. Lalonde, R. W. Bailey, J. J. Gillespie, M. McGonigle, E. W. Delong, F. Kingsley, E. J. F. Williams, E. C. Kinkaed, R. H. Scott, W. C. Browne, C. S. VanNess, J. M. Young, N. I. Pennock.

Third Year.

Junior Pathology—H. J. Williamson, M. Lesses, A. C. Spooner, H. A. Boyce, J. F. Sparks, S. McCallum, C. B. Dear, J. T. Hogan, D. L. McKinnon, W. A. Smith, M. E. Grimshaw, B. A. Smith, F. R. W. Warren, A. H. Hunt, A. W. Girvin, G. R. Reid, J. Chant, T. D. Macgillivray, R. W. Halliday, E. W. Sproule, J. Y. Fergu-

son, W. M. Robb, J. H. Code, M. Locke, J. Johnston, E. A. Gaudet, C. W. Graham, H. V. Weaver, G. D. Gordon, H. J. Bennett, S. J. Keyes, C. R. Moxley, E. C. Consitt, A. D. McMillan, J. W. Warren, W. H. Dudley, W. C. Nickle, J. M. Hourigan.

Junior Practice of Medicine—H. J. Williamson, H. J. Bennett, F. R. W. Warren, A. C. Spooner, J. T. Hogan, J. G. Dwyer, C. B. Dear, J. F. Sparks, M. E. Grimshaw, S. J. Keyes, R. W. Halladay, J. W. Warren, H. A. Boyce, M. Lesses, T. D. Macgillivray, W. M. Robb, D. L. McKinnon, B. A. Smith, W. C. Nickle, W. A. Smith, A. D. McMillan, J. Chant, P. A. McIntosh, J. M. Hourigan, G. C. Haycock, W. J. Geddes, J. J. Robb, A. J. MacLachlan, E. W. Sproule, M. Locke, J. Y. Ferguson, C. R. Moxley, H. V. Weaver, R. W. Tennent, A. W. Girvin, G. D. Gordon, E. A. Gaudet, E. C. Consitt, A. F. Mahood, W. H. Dudley, J. H. Code, M. E. Reynolds, A. H. Hunt, G. R. Reid.

Medical Jurisprudence—H. J. Williamson, H. A. Boyce, A. C. Spooner, T. D. Macgillivray, J. F. Sparks, M. Lesses, B. A. Smith, J. T. Hogan, E. Sutherland, R. K. Paterson, J. W. Warren, W. A. Smith, R. W. Tennent, J. Y. Ferguson, M. Locke, D. L. McKinnon, C. B. Dear, P. A. McIntosh, A. H. Hunt, R. W. Bailey, D. G. Dingwall, C. M. Wagar, S. J. Keyes, H. J. Bennett, H. V. Weaver, R. W. Halladay, M. E. Grimshaw, E. W. Sproule, E. C. Consitt, A. W. Cumming, J. Chant, J. H. Code, W. C. Nickle, C. W. Graham, A. W. Girvin, W. M. Robb, A. C. Driscoll, C. R. Moxley, G. R. Reid, E. A. Gaudet, W. H. Dudley, J. Johnston, A. D. McMillan, E. C. Kinkaed, A. Y.

Thompson, W. R. Mikaera, J. M. Hourigan, G. D. Gordon, A. J. Mac-lachlan, F. R. Nicolle, H. E. Moore, J. A. Stewart.

Sanitary Science—J. F. Sparks, H. A. Boyce, A. C. Spooner, H. J. Williamson, M. Lesses, R. K. Patterson, D. L. McKinnon, E. W. Sproule, M. Locke, G. G. Haycock, B. A. Smith, E. Sutherland, J. J. Robb, W. M. Robb, W. A. Smith, C. B. Dear, J. Y. Ferguson, J. H. Code, J. W. Warren, J. T. Hogan, A. E. Mahood, H. J. Bennett, E. C. Consitt, H. V. Weaver, Miss V. Reid, G. D. Gordon, T. D. Macgillivray, A. H. Hunt, J. M. Hourigan, M. E. Grimshaw, J. Chant, M. E. Reynolds, C. R. Moxley, J. J. Gillespie, A. W. Cumming, G. R. Reid, A. W. Girvin, S. J. Keyes, R. W. Halladay, R. W. Tennent, A. J. Mac-lachlan, F. R. Nicolle, W. J. Geddes, H. E. Moore, W. C. Nickle, C. M. Wagar, E. C. Kinkaed, R. W. Bailey.

Junior Obstetrics—H. A. Boyce, A. Girvin, A. C. Spooner, W. M. Robb, B. A. Smith, J. F. Sparks, J. W. Warren, A. D. McMillan, H. J. Bennett, M. Lesses, R. W. Halladay, M. E. Grimshaw, D. L. McKinnon, E. W. Sproule, H. V. Weaver, W. A. Smith, J. M. Hourigan, J. T. Hogan, J. Chant, J. H. Code, E. C. Consitt, P. A. McIntosh, S. J. Keyes, T. D. Macgillivray, C. B. Dear, M. E. Reynolds, J. J. Robb, A. E. Mahood, G. D. Gordon, J. Y. Ferguson, C. W. Graham, H. J. Williamson, C. R. Moxley, R. W. Tennent, W. H. Dudley, W. C. Nickle, M. Locke, G. R. Reid, W. J. Geddes, J. A. Stewart, A. J. Mac-lachlan, A. H. Hunt, C. M. Wagar, E. A. Gaudet.

Junior Medical and Surgical Ana-tomy—H. J. Williamson, M. Lesses,

M. E. Reynolds, A. C. Spooner, J. F. Sparks, A. D. McMillan, W. A. Smith, A. E. Mahood, J. J. Robb, T. D. Macgillivray, W. M. Robb, M. Locke, R. W. Halladay, J. T. Hogan, M. E. Grimshaw, D. L. McKinnon, H. A. Boyce, J. Y. Ferguson, C. B. Dear, B. A. Smith, C. R. Moxley, E. C. Consitt, A. W. Girvin, J. H. Code, P. A. McIntosh, J. W. Warren, E. A. Gaudet, G. D. Gordon, S. J. Keyes, H. J. Bennett, J. M. Hourigan, J. Chant, W. H. Dudley, G. H. Hunt, E. W. Sproule, W. C. Nickle, R. W. Tennent, G. R. Reid, H. V. Weaver.

Junior Surgery—C. B. Dear, H. A. Boyce, W. A. Smith, A. C. Spooner, H. J. Williamson, equal; J. T. Hogan, J. F. Sparks, A. E. Mahood, T. D. Macgillivray, G. R. Reid, A. D. Mc-Millan, M. Lesses, D. L. McKinnon, W. M. Robb, R. N. Halladay, A. H. Hunt, H. J. Bennett, J. G. Dwyer, J. J. Robb, M. E. Grimshaw, S. J. Keyes, J. Y. Ferguson, J. W. Warren, H. V. Weaver, W. H. Dudley, J. Chant, J. H. Code, A. J. Mac-lachlan, P. A. Mc-Intosh, J. A. Stewart, C. M. Wagar, M. Locke, W. C. Nickle, A. W. Girvin, E. W. Sproule, C. R. Moxley.

Second Year.

Senior Anatomy—A. E. Baker, M. E. Reynolds, E. Bolton, J. G. Dwyer, P. A. McIntosh, L. L. Playfair, J. Reid, R. W. Halliday, F. J. O'Con-nor, F. R. W. Warren, J. J. Robb, R. K. Patterson, A. E. Mahood, W. E. Patterson, W. R. Patterson, J. J. Wade, E. Sutherland, D. G. Dingwall, J. B. Snyder, S. H. Smith, H. Coch-rane, A. M. Bell, J. R. Stewart, W. J. Taugher, D. McLellan, D. J. Mc-Donald, C. P. Templeton, A. G. Mc-Kenley, A. W. Cumming, B. Suther-land, R. A. Scott, E. A. Gaudet, B. A.

Sandwith, J. P. McCormick D., M. Young, C. A. Publow, F. E. Lowe, G. L. Cockburn, W. E. Spankie, S. S. Shannon, C. Lawlor, W. C. Nickle.

Senior Physiology—L. L. Playfair, J. Reid, E. Bolton, A. E. Baker, W. R. Patterson, D. J. McDonald, J. J. Wade, W. E. Patterson, F. R. W. Warren, J. B. Snyder, F. J. O'Connor, D. G. Dingwall, E. Sutherland, A. M. Bell, J. G. Dwyer, C. A. Lawlor, G. L. Cockburn, C. A. Publow, W. E. Spankie, W. J. Taugher, S. H. Smith, J. F. Brander, A. G. McKenley, C. P. Templeton, R. K. Paterson, D. M. Young, J. M. Hourigan, F. E. Lowe, B. Sutherland, B. A. Sandwith, A. Y. Thompson, H. Cochrane, J. Graham, J. P. McCormick, C. J. Austin.

Practical Chemistry—D. G. Dingwall, E. Bolton, J. Reid, W. E. Patterson, B. Sutherland, F. E. Lowe, W. J. Taugher, E. J. Reid, H. Cochrane, A. M. Bell, G. F. Cliff, J. R. Stewart, A. E. Baker, G. S. Storey, J. B. Snyder, F. J. O'Connor, W. E. Spankie, C. A. Publow, C. P. Templeton, L. L. Playfair, D. J. McDonald, G. L. Cockburn, J. J. Wade, J. F. Brander, A. Y. Thompson, C. A. Lawlor, D. M. Young, A. G. McKenley, J. P. McCormick.

Senior Chemistry—E. Bolton, A. E. Baker, L. L. Playfair, J. Reid, J. R. Stewart, A. G. McKenley, F. J. O'Connor, J. G. Dwyer, F. E. Lowe, C. A. Lawlor, G. E. Storey, J. F. Brander, J. P. McCormick, D. J. McDonald, G. F. Cliff, J. J. Wade, W. E. Spankie, H. J. Bennett, A. M. Bell, G. L. Cockburn, S. H. Smith, B. Sutherland, W. E. Patterson, H. Cochrane, C. A. Publow, C. Laidlaw, M. G. Rigney, F. Kingsley, J. G. Her-

ald, W. R. Mikaera, W. J. Taugher, D. M. Young.

Senior Materia Medica—P. A. McIntosh, A. E. Mahood, W. A. Smith, A. E. Baker, E. Sutherland, B. A. Smith, E. Bolton, M. E. Reynolds, D. McLellan, J. G. Dwyer, W. R. Patterson, F. R. W. Warren, J. T. Hogan, A. W. Girvin, J. Chant, E. C. Con-sitt, J. J. Wade, J. B. Snyder, M. E. Grimshaw, J. R. Stewart, D. J. McDonald, D. G. Dingwall, C. R. Moxley, B. Sutherland, R. W. Halladay, A. M. Bell, C. A. Publow, L. L. Playfair, F. E. Lowe, J. Reid, J. W. Warren, J. Y. Ferguson, H. Cochrane, C. W. Eddington, W. E. Patterson, M. Lesses, F. J. O'Connor, C. A. Lawlor, A. G. McKenley, S. J. Keyes, J. H. Code, G. D. Gordon, J. J. Robb, C. B. Dear, S. S. Shannon, R. K. Patterson, E. A. Gaudet, S. H. Smith, H. J. Bennett, D. M. Young, J. M. Hourigan, R. W. Tennent, W. C. Nickle, J. P. McCormick, W. E. Spankie, R. A. Scott, M. G. Rigney, A. J. Mac-lachlan, H. E. Moore, C. F. Cliff, E. W. Sproule, G. L. Cockburn, W. J. Taugher, A. W. Cumming, G. R. Reid.

Histology—J. Reid, E. Sutherland, S. McCallum, S. H. Smith, E. Bolton, L. L. Playfair, W. R. Patterson, J. Johnston, C. Publow, J. Graham, A. M. Bell, H. Cochrane, A. E. Baker, W. J. Taugher, D. G. Dingwall, F. R. W. Warren, W. E. Patterson, B. Sutherland, C. A. Lawlor, D. J. McDonald, J. B. Snyder, S. S. Shannon, F. J. O'Connor, A. Y. Thompson, G. L. Cockburn, J. J. Wade, B. A. Sandwith, E. G. Twitchell, C. P. Templeton, J. P. McCormick, R. K. Paterson, J. F. Brander, C. J. Austin, D. M. Young, J. Y. McFadyen, F. Kingsley,

W. E. Spankie, M. G. Rigney, G. F. Cliff, T. Little.

First Year.

Junior Physiology—R. D. Paul, J. P. Quigley, A. G. Curphy, P. M. Anderson, F. H. Trousdale, S. McCallum, C. Laidlaw, J. P. McNamara, M. L. Burke, A. T. Spankie, B. Asselstine, R. Wightman, V. G. Franklin, W. E. Spankie, J. Johnston, H. G. Bowen, G. E. Storey, A. M. McCormick, F. G. Keeley, G. E. Holmes, J. F. McDermott, G. E. Carto, J. H. Duchesne, W. L. Yule, O. J. M. Walker, H. G. Sullivan, A. McDonald, J. A. Charlebois, W. H. Ford, E. G. Twitchell, J. G. Herald, R. F. Nichols, E. J. Reid.

Junior Chemistry—R. D. Paul, J. P. Quigley, W. L. Yule, H. M. Bowen, S. B. Casselman, J. P. McNamara, P. M. Anderson, B. Asselstine, O. J. M. Walker, R. F. Nichols, A. T. Spankie, F. H. Trousdale, M. L. Burke, J. R. Stewart, A. G. Curphy, R. Wightman, G. E. Carto, F. J. Keeley, A. M. McCormick, H. E. Bond, G. G. Haycock, W. E. Spankie, V. G. Franklin, H. J. Sullivan, W. H. Ford, S. S. Shannon, A. McDonald, A. C. Johnston.

Junior Anatomy—F. H. Trousdale, J. R. Losee, J. Johnston, R. Wightman, A. L. Raymond, J. P. Quigley, J. P. McNamara, B. Asselstine, P. M. Anderson, C. W. Graham, H. M. Bowen, R. D. Paul, M. L. Burke, A. T. Spankie, G. A. Greaves, S. B. Casselman, W. L. Yule, A. M. McCormick, W. C. Porter, S. McCallum, F. J. Keeley, C. Laidlaw, G. E. Carto, F. A. Cays, E. O. Platt, F. R. Nicolle, A. G. Curphy, O. J. M. Walker, R. M. Mills, W. E. Spankie, A. M. McDon-

ald, A. C. Johnston, J. F. McDermott, H. J. Sullivan, R. F. Nichols, W. H. Ford, G. E. Holmes, G. E. Storey, G. F. Cliff, W. Riddick.

Junior Materia Medica—M. L. Burke, F. H. Trousdale, E. O. Platt, S. McCallum, R. Wightman, A. G. Curphy, J. Johnston, A. L. Raymond, S. B. Casselman, C. Laidlaw, P. M. Anderson, J. P. McNamara, J. P. Quigley, J. F. McDermott, F. R. Nicolle, G. E. Carto, W. C. Porter, G. E. Storey, J. R. Losee, E. G. Franklin, B. Asselstine, A. T. Spankie, R. D. Paul, F. J. Keeley, W. L. Yule, A. C. Johnston, H. M. Bowen, A. McDonald, G. A. Greaves, O. J. M. Walker, R. F. Nichols, W. H. Ford, H. J. Sullivan, W. J. Taugher, W. E. Spankie, A. M. McCormick, R. M. Mills, H. E. Bond, J. H. Duchesne, F. A. Cays, W. Riddick, G. E. Holmes, E. G. Twitchell.

Divinity.

AS is known already to our readers the Rev. Malcolm MacGillivray has been lecturing to the theological students since Christmas on Old Testament History. We heartily appreciate the help which Dr. MacGillivray has given us and the spirit in which it has been given. We would not have our readers think, however, that this is our first acquaintance with the minister of Chalmers' church. He has long been known to the "Divinities" as a genial, whole-souled counsellor, and our only regret is that he is not a permanent fixture in the theological faculty. Some day perhaps an addition may be made to the staff.

We are delighted to hear good accounts of Dr. Jordan. Steady improvement is reported and there is every reason to hope that he will be ready for work next October. None hope so more ardently than the "Divinities." Theology without Dr. Jordan is like a body without a big fraction of the soul.

The month of March has been by far the most interesting month of the whole session so far as Church History is concerned. The professor has won golden opinions by his lucid treatment of what we had come to regard as uninteresting material. The reviews and racy descriptions have woven the events of the period into a systematic and living whole and our appreciation is gratefully recorded. Hurrah for Ireland!

Lady-student in Convocation Hall to Presiding-examiner B-k-r—"Will you please see if that noise outside can be stopped?"

B-k-r (with hesitation)—"I'll see what can be done." (He goes out and beholds a howling mob of Divinities. Meditatively)—"I had better see if the Pope will exercise his authority and stop this." (Addressing John Miller)—"Which is the Pope?"

M-l-l-r—"There he is in the centre of the scrimmage hitting the other chap in the face." (B-k-r approaches politely, gets unavoidably tangled up in the scrimmage and is suddenly hurled through space at an exceedingly great velocity. He gathers the pieces together subsequently and soliloquizes)—"Gee whiz! Next time I have a civil request to make of Divinities I'll do it by proxy."

The Medical Convocation is over and many of those whom we have known intimately for four years have gone forth with a doctor's degree. Some of them, like old "Bran.," took an Arts course first and consequently have belonged to Queen's as long as ourselves, the "Divinities." Professor Cappon's address to the graduates was, what Professor Cappon's productions always are, intensely interesting. Owing to the fact that a certain "blue nosed" second-year Medical was giving an opposition lecture at the back of the hall, those under the gallery found it difficult to hear. In fact the individual referred to showed that he wouldn't have sufficient gentlemanly instinct to appreciate the feelings of an ordinary well-disposed pig.



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**PRINCIPAL GORDON'S ADDRESS AT
THE EMPIRE CLUB, TORONTO,
MARCH 17th.**

OTHERS have spoken at your weekly gatherings upon political, commercial, historical and economic questions. I may be permitted to take up a phase of higher education, and to speak of the relations of the universities to the people.

We are often asked to think imperially. Even from an imperial point of view my subject is one of great importance, for, after all, the strength of a nation depends upon the intellectual and moral qualities of its citizens, and the greatest service we can render the Empire is by the development of the higher types of men and women. Given the right kind of people, and all will come right in our political, social and commercial relations, and the purpose of the universities is to aid in improving the fountains of our national life, by training those who may be qualified to mould public thought and action. The test of the universities to-day is the service they can render to the nation, and this service is to be rendered not merely by educating a chosen few, from whom wisdom may percolate downwards throughout the mass, but by reaching as many as possible of the individuals who compose the mass, and thus making their influence felt among all classes.

Our Canadian universities have been modelled chiefly upon those of the mother country, but in Britain you have two very different types of university, the English and the Scottish, both of which have affected our educational ideas in Canada. The contrast between these may not be so marked now as formerly, especially as a num-

ber of new universities have of late been established in England, but until comparatively recent years when one spoke of the English University it was to the Oxford or Cambridge type that he referred. There, for the most part, the advantages of higher education were confined to the privileged few. The students were drawn very largely from the landed, the titled, and the richer classes. The university was in league with the aristocracy rather than with the great body of the people. It might train those who were to teach and govern their fellows, but only in this remote and indirect way was it meant for the nation at large. Provision was made by which some were admitted simply on the score of talent or attainment, for there were scholarships available under certain conditions for young men of exceptional ability, but the education offered was, as a rule, for the sons of the privileged classes.

It was far otherwise in the Scottish universities. There the students were freely drawn from that great repository, the mass of the people. Partly as the effect and partly as the cause of the democratic spirit of the Scottish people, their universities aimed at placing higher education within the reach of all, and thus earned in the truest way the title of national, by meeting the needs of the nation at large. As Ian Maclaren says, "The path was well trodden from the farmhouse to the university." Thus there was fostered in Scotland a keen appetite for the benefits which the university confers. Many of her sons who were strangers to wealth and ease acquired an academic training through resolute and unsparing effort. By their toil to secure a college education, they won the power for higher toil, and developed the fibre

of their will and character as well as of their mental faculties. And so it came about that while the English universities might have men of higher scholarship, those of Scotland were far more fully serving the nation, moulding into excellence materials from all classes and keeping in touch with all, helping to place that little people in the very front rank of educated nations, enabling them to contribute very largely in proportion to their numbers to the growing thought, the enlightenment and progress of the world.

In Canada we have been influenced by both of these types, but for the most part the Scottish type has prevailed. University education has rightly come to be regarded by us not as the exclusive property of the well-to-do, a preserve for the children of privilege, but as an advantage that should be open as far as possible to all who have brains and energy to avail themselves of it.

We are a democracy. We think that no man among us should be doomed to an inferior place by reason of birth, but that if he be gifted with superior talents the way should be open for him to make the best of himself for the benefit of the whole community. We want to make the most of ourselves, as a people, to make the best of the youth of our country, on whom its future depends, to develop their intelligence, their love of truth and righteousness, their power of forming wise judgments and correct opinions. We want them to have increasing capacity for handling the resources of the country, for dealing with the problems of commercial, social and political life, while at the same time they should be as familiar as may be with the best thoughts of the best thinkers, and have their life enriched with the ripest fruits of the genera-

tions that have gone before us. We want them to be fitted in the fullest degree for citizenship in this country, which, more than any other country, is opening out with amplest and most attractive opportunity.

Now, many influences may contribute to this training for citizenship. In addition to the public schools, to which the formal education of the majority must be confined, there are facilities for self-training always open to the earnest. There are libraries and reading rooms, and the vast and varied information of the daily and weekly press. There are magazines and books, at so moderate a price as to be within reach of the humblest purse. There is the invaluable experience of one's daily work, bringing him in contact with men, from each of whom something may be learned; and a familiar adage reminds us that experience is the best teacher, although it may be added that her fees are sometimes very high. There is, for those who can afford it, the training school of travel, peculiarly helpful to him who keeps a watchful eye and open ear; and even the poorest and most untraveled may, if he have sufficient force of mind and character, cultivate his powers of observation and reflection in any lot so as to be happy in his own life and helpful to his neighbors.

These are some of the influences by which many of our best citizens have been trained, or rather, which they have employed in training themselves. And there are some who think that these are more effective as a training for citizenship than the universities. To them the university seems too remote from the life of the people to be an important factor in shaping public

opinion or public action. They have been accustomed to look on it as a training school for certain professions, a preserve for the more advanced teacher, the lawyer, the doctor, the clergyman, and any others who might be so misguided as to waste part of youth's golden years in some of the studies through which those professionals must pass. If that narrow view was ever correct, it is not correct to-day. The idea and the ideal of a university is broader than it was when some of us were boys. It is not confined to training for certain professions. It has in view the man before the professional, and aims at raising the man with his talents, his working powers, all his capacities to a higher degree of efficiency.

When Ezra Cornell founded the university which bears his name, he wrote, "I would found an institution where any person can find instruction in any study." There is a breadth in that purpose which makes it practically impossible. Even in the best equipped university you cannot find instruction upon every subject. And yet it is the aim or ideal of the university to put a man at the point of view that has been reached along any line of inquiry by those who have gone before him. When a man takes up any subject—philosophy, literature, history, science—he finds that some have been already exploring that subject before him. Now, the university tries to place him at the point of view that has been reached by previous investigation. Of course the general university curriculum can do this only in regard to the great, broad lines of human inquiry, those that have been the subjects of most frequent investigation and with

which it seems most important for us to be familiar. But by degrees these lines have been multiplied; the list of subjects has been increased; the university provides a guide for the inquirer along any one of many directions, and tries to let him see the point reached by the inquirers who have gone before him, and also tries to help him go forward as a pathfinder, detecting the trail that leads further on into realms of truth.

The university, however, does not restrict the student to one field of inquiry. On the contrary, it would try to prevent him from specializing too soon and to make him acquainted with at least the outlines of various fields of study. The true scholar should not only know some one subject pretty well, but he should be familiar enough with other subjects to see how his own is related to them. And so the university tries to help him see things in their true perspective, and place his own particular field in right relations to other fields, and have a broad outlook, a wide horizon, like the sailor, who takes his bearings by sun and star as well as by lighthouse and headland.

Not only so, but by the course of study along which it leads him the university tries to develop the man. It cannot give him brains, but there is no other agency so likely to train him how to make the best use of his brains. I speak, of course, not of the idler, or of the misfit, who are found everywhere in life, but of the man with purpose and energy. The university helps to expand his powers of perception and of reflection, helps him to form habits of attention and application, helps him to sift opinions and to weigh evidence in the search

for truth. It is not merely that he is acquiring knowledge; it is not even merely that he is sharpening his faculties, giving breadth and firmness to his mental grasp; but he is educating his character as well as his mind. If he is to be a successful student, then thoroughness must be the ruling quality in every study. He knows that when difficulties arise, they must be solved, not shirked. When proofs are offered to him he can accept them only if they are entirely valid. It is not easy and comfortable opinion, but truth with which he has to do, for the worship of truth is the very life of the university. Besides, he is forming habits of self-government, and of that proper self-respect which is but the due regard which a man should feel for the nature God has given him. There is an increasing tendency in our universities to lay upon the students the duty of maintaining discipline, and thus to train them for the full responsibilities of freedom. Young lads may matriculate who have not been much from home, nor have often had the burden of deciding for themselves. They have not yet learned how to use their liberty, and there is the danger that freedom may lead them into folly. They have not been steadied by a sense of responsibility, nor settled firmly upon the centre of gravity. In the university class-rooms and societies these young fellows come in contact with some who have a more adequate sense of the mission of the university, as well as of their own mission in life; they become trained into clearer and more balanced views; they find their place and recognize their opportuni-

ties, and form some worthy purpose which they already begin to realize.

There are some who object that the courses of study keep the university out of touch with the people, that they are impractical, unfitted for that large majority of men, who are not looking to professional life, and that many who pass through them lose rather than gain by them. This is an old and familiar objection to university education, and I cannot trespass upon your time to discuss it. But there is this to be noticed, that all the development of our universities for the past thirty years has been along the line of bringing them more closely in touch with popular needs, and of making them of more direct service to the nation. We might even say that the development of our universities has been along the line of usefulness as truly as the development of our railroad systems or of our agricultural implements.

Look at the subjects of study. The old-time course was largely confined to classics, philosophy, and pure science, that is, mathematics and what in Scotland was called natural philosophy. Some of us are old-fashioned enough to believe that those three lines of study were peculiarly fitted to develop a man for mental work in any field, and to give him an all-round training. But, be our estimate of these what it may, the more recent development of university studies has been along the line of subjects more attractive to that eminently practical person, the man in the street.

Thus, for instance, we have much more attention given now than formerly to our own English language and literature. It has been often pointed

out, as by Macaulay and others, that the ancient classics have not by any means the same relative value now that they had when the curriculum in British universities was framed. Our own incomparable English literature has come into existence, enriched by translations from all languages as well as by the products of our own race. It may still be well even for the knowledge of English to study ancient languages, but life is short and the vast majority will be content with the treasures preserved in their own tongue. And the study of our literature is being made still more helpful in an increasing number of our leading universities by having connected with it the study of our English Bible. No department of inquiry should be of more effective service to our people than that which brings to bear upon them through the influence of devoted students the moral and spiritual uplift of our sacred scriptures.

With our own language and literature there has been introduced into all our universities the study of modern languages, especially French and German, the value of which may perhaps be not so apparent to the Greek-minded man, but which at least, I assume, no one here present will dispute. It would be well indeed, in view of the large proportion of our countrymen who speak the French tongue, if an increasing number of those of us who have sprung from other stock were able to use that language with ease and accuracy. We must, at least, recognize its claims, and acknowledge the wealth and beauty of literature to which it introduces us. Nor can we do without German if we would be familiar with

much of the best literature, especially of the scientific works and reports of our day.

History is another of the studies recognized among our present requirements; and there are few more important, not merely for giving us a due appreciation of the past but for training us in forming just and charitable judgments of our fellowmen. To measure human conduct correctly, to trace the springs of action, to estimate motives, to form accurate opinions about others, is one of the most difficult tasks that we can undertake, and yet each of us must attempt it every day. Few lines of study are more helpful than history in correcting the narrow conclusions of our individual experience, and in leading us at least to try faithfully to be just and true in forming our opinions of our fellow-men.

Political economy is even more recent than history in obtaining recognition in the universities, but it has already received a prominent place. Questions of commerce and finance, of government and administration demand for their solution the attention of experts. It is not enough that the people should take their views upon these subjects from the newspapers, however, wise and well-informed the press may be. Even editors are not omniscient, and may often be helped by specialists. How much more those of us who, along every line of reading feel hampered with ignorance. Whatever our views of tariffs and trusts, we are at one in wishing to have the correct view, to know the true and proper line that government and people should follow in dealing with such matters.

To the subjects I have mentioned there have been added, among those on which instruction is now offered in our universities, the circle of physical sciences. The world around us, as well as the world within, matter in all its forms and combinations as well as mind in all its activities and achievements, becomes the subject of our research, and we are enriched by the studies necessary for the chemist, the miner, the engineer, and others, who harness for us the forces of nature, and help to fulfil the primal commission that man should have dominion over the earth. These are departments that appeal at once to all as being of practical value to the people. All can recognize the importance of any line of inquiry that results, for instance, in cheaper ways of making steel, in giving us increased facilities for travel, in multiplying our manufacturers, and in placing us a little ahead of our competitors. Yet these results would not be had if there were not men devoted to science purely and simply for its own sake, men who have no schemes for getting rich quickly, but whose one object is to get at the facts of nature.

If, then, you ask me what are the universities doing for the people, I might point to the extended and varied courses of instruction now generally adopted, to the nearer approach they are making towards Ezra Cornell's ideal of an institution where any person can find instruction in any study, to their expansion along lines that bring them directly into touch with the felt wants of the community. But, in addition to these, there are other services not less but rather more important.

The universities are of service in helping to educate and elevate public opinion, by contributing a more highly educated element to the community. It is not merely that they train men for certain professions as they have always done, but through the increasing number of their graduates, who are to be found in many walks of life, they render large assistance in forming the opinion and action of the community. We are a democracy. We believe in, and we possess, government by the people, but government by the people needs to have educated men among the people more than any other form of government. In an absolute monarchy where the people have no controlling voice in national affairs, government may be wisely administered even although the people themselves be sunk in ignorance. But it cannot possibly be so with us. Nothing can be done for us in the way of government except what we do for ourselves. When questions of public interest are discussed, it is, in the long run, the educated opinion that prevails, if the educated men will only exert themselves to make their influence felt. When the battle of confederation was being fought in Nova Scotia, one of the leaders opposed to it, the Hon. Woodbury McLellan, was asked what were the prospects. "We shall win," he said, "this time, but confederation will carry in the long run." Being asked why he thought so, he replied that in Halifax Archbishop Connolly and G. M. Grant were speaking in favour of it, and he found that when men of ideas, who had no selfish interest to serve, took up a cause, it was pretty sure to triumph in the end.

Not only do the universities help to educate public opinion and to shape the decisions and demands of the people, but they help the community to cherish the higher ideals and standards of life. The university stands for what is lofty in thought, for the pursuit of wisdom and the love of truth as ends in themselves and not as mere means for amassing wealth. We are entering on a period of industrial and material development. This is, as we are often told, our growing time, and the prospect is that our commercial progress will be more rapid than anything we have yet attained or even dreamed of. But there is danger in rapid progress, for when the speed is great, then, in the moral as in the physical world, it may be more difficult to keep one's balance and more disastrous to lose it. We need all the influences that can help us to maintain correct ideas and ideals of national life, and to remember that for neither man nor nation does life consist in the abundance of what we possess. It is part of the duty and privilege of universities to keep the heart of the people true to lofty purposes, as well as to strengthen them in faculty for the achievement of such purposes. In this high endeavour there should be the closest union of all university men, for there should be no envy nor jealousy in the fair sisterhood of universities. Ours is a country that may well call forth the most loyal enthusiasm and the most fervent hopes of her sons, and there is laid upon our universities in a special degree the duty of striving so to influence the people that Canada shall stand as our great mother Britain so long has stood, for helpful and successful effort toward the progress and enlightenment of the world.

Medicine.

MEDICAL CONVOCATION.

CONVOCATION was held on the afternoon of Friday, April 8th, at 4 p.m. Long before the time announced, the hall was packed with friends of the graduating class and others anxious to see the closing ceremonies. The proceedings were opened by prayer by Rev. Eber Crummy, after which the distribution of prizes took place. Dr. Ryan presented the medal in Medicine to Mr. H. Tandy, and Dr. Sullivan the medal in Surgery to Mr. W. Gibson. The Chancellor's Scholarship was presented by the Chancellor himself to Mr. F. McCullough, and Dr. Mundell presented his prize in Surgical Anatomy to Mr. T. Costello. Dean Connell then announced that he wished to continue the prize inaugurated by the late Principal Grant "to the member of the graduating class who could always be depended upon to do the right thing," the recipient to be chosen by his fellow-graduates. He announced that a vote had been taken and that it afforded him great pleasure to present the prize to Mr. E. W. DeLong.

Dean Connell then delivered his address, which was as follows:—

"On behalf of the Medical Faculty I desire to address you for a few moments in reference to the work of the session, the present position of the school and our plans for the future.

"The class work of the session has been satisfactory and has been characterized by enthusiasm on the part of both students and faculty. The continued illness of Dr. Anglin and of Dr. Herald interrupted the work of their departments to some extent. Extra work, however, was done by Drs. Mundell, Third, Ryan, Wood,

Mylks and Campbell, to make up the clinical instruction necessary. We are delighted to know that Dr. Herald is in good health again, and we hope Dr. Anglin's trip to Europe will restore him to his usual vigour.

"The students of this session have distinguished themselves by their application to study and by their regularity in attendance. For my own part I desire to thank them for the generous support given me in instituting some necessary changes and for the excellent discipline maintained by their own organizations.

"The attendance of the year is the largest on record. In the session 1902-1903, the total registration was 201. For this year the total is 216.

"The number of Arts graduates in attendance is 37. We have also quite a number of students who are taking the combined Arts and Medical course, which can be had in six years. It is, therefore, quite correct to say that a large proportion of our students have a great deal more than the minimum amount of preliminary education necessary for a physician.

"Of non-matriculated students there are seventeen on the list, and of these the majority require the single subject Latin to secure the certificate. In the past there has been no fixed rule as to when matriculation must be completed. The faculty has now decided that no student can delay its completion beyond one year from entering upon the study of medicine; so that hereafter all second-year students must be full matriculants. The amount of work for medical matriculation has also been increased so that now it is equal to junior matriculation, except that the optional subjects are not required. To the medical

curriculum physics has been added as one of the studies of the first year. The division of the classes into junior and senior is now complete in clinics and in these a beginning has been made.

"As to our plans for the future, I have to announce that the department of anatomy is to be strengthened by the appointment of a man to devote all his time to the teaching of human and comparative anatomy, and it is expected that under his care an anatomical museum will be established. This announcement must not be taken as indicating any existing weakness in this department as the teaching of anatomy has been most satisfactory, but comparative anatomy has not had sufficient attention. It is true that in no other Canadian medical school is anatomy taught by a man not in active practice, but Queen's has a reputation for initiative and I do not hesitate to prophesy that our example will soon be followed. For the teaching of pharmacology a laboratory is being fitted up and as soon as possible its equipment will be completed.

"The faculty look forward with confidence to a further increase in efficiency. No effort will be spared to provide a thorough scientific training for those who come to us.

"A new conception of the true function of the physician has almost imperceptibly been produced by the evolution of scientific medicine. As medicine becomes more and more an exact science its chief aim tends to change from the cure to the prevention of disease. Its most conspicuous triumphs have been won in the defence of public health, and in this direction lies the hope of its future expansion. For this reason the phy-

sician of to-day needs a different training from that which he received in the past. His scientific knowledge must be of a higher kind, his judgment must be sure and his power of observation educated by practice and well-directed attention. There is necessary, therefore, not only a vast acquisition of knowledge, but a training in scientific method, in observation and in reasoning on facts observed.

"To the graduating class I wish to say a few words. In the profession to which you are about to be admitted there are great possibilities for the highest development of character. The readiness to render assistance whenever and by whomsoever it is needed, irrespective of any other consideration; the assuagement of human sorrow as well as the mitigation of physical suffering; the courage which never shrinks from meeting infection or from incurring necessary responsibility; the perseverance which refuses to yield to the enemy until the end is obviously nigh; the generosity, discretion, cheerfulness, patience, and sympathy which are attainable by the followers of the healing art, when they are realized, are beautiful in themselves and in their effects. The sympathy of a physician should be not so much an emotion as a motive; it is not indeed a sentiment expressing itself in cries and tears but a sympathy manifesting itself in active effort for the relief of the sufferer who is in need of help.

"It is the penalty of the individualistic and private nature of medical practice that doctors are proverbially sensitive and jealous in their professional relations with each other. However, this is merely to say that medi-

cal men are made of the same clay as other men, but the doctor, in the words of Matthew Arnold, should "see life steadily and see it whole."

"In virtue of the choice which you have made you owe a debt to humanity, and you will often be in a position of marvellous confidence and of the most delicate trust which will need all your strength of mind and will, all your tact and all your sense of honour to sustain worthily. Habits of reticence, and of self-control, of disinterestedness, are doubtless of slow growth, but the germ of them should be clearly visible in every one who would aspire to be a priest of medical science and a brother of the healing craft."

The valedictory was then read by Mr. M. E. Branscombe, dealing with subjects of great interest to medical students, criticizing some existing methods, praising others and suggesting plans by which the course could be made still more complete. His address was listened to with great attention both by the Faculty and the students.

The laureation ceremony was then proceeded with, after which Prof. Cappon addressed the graduates. The professor dealt with some historical aspects of medical science. He cited cases reported by Hippocrates as showing the keenness of observation of that great physician and surgeon. He also pointed out that many of the means of diagnosis and prognosis as well as methods of treatment were identical with those of the present day. But during the Middle Ages more stress was laid on the use of charms and upon the casting of the horoscope of the patient. In modern times again, a return had been made

to scientific remedies based upon physiological experiment and upon a knowledge of pathology aided by the many instruments known to modern science. The Professor's address was most interesting throughout and well calculated to arouse a desire to know more of the history of medicine, a subject upon which the average student has little time to inform himself.

After a brief address by Principal Gordon the proceedings closed with the singing of the National Anthem.

Athletica.

RUGBY FOOTBALL.

AT this season of the year, it would, perhaps, not be out of place for one to direct his attention to football prospects for next fall. The first act in the drama of sports at Queen's has just been completed and the curtain has fallen. When next it rises the scene will have changed and football will be engrossing the attention of all enthusiasts. When the roll is called in the fall there will be many absentees from the ranks. Several of the old-time pig-skin chasers have graduated or will graduate this spring and will thus be debarr'd from playing, according to the new rule of the Intercollegiate Rugby Football Union. The oldest member of the club who will be absent next fall is Dr. Tupper Macdonald, the speedy full-back. He entered in Arts in '95 and has played off and on ever since. Then comes "Bees" Williams, who entered in '96. He played up till last year. In the same era with "Bees" might be mentioned Branscombe, Pannell and Young, who are all graduate doctors, also. Bran. entered Arts in '97, and has been playing off and on ever since.

Last year he was captain of the team. He is one of the best inside wings playing the game, and his position will be difficult to fill. Walter Pannell, the tricky quarter-back, graduated an M.D. in '02. He will be greatly missed from his old position. Jim Young came to college in '98, and this spring he graduated a doctor. His position was outside wing, where he always played a fast game. He captained the team in 1902. George McLennan's absence will be a loss to the scrimmage, where he always proved himself a tower of strength. Murphy and Dunk Falkner will also be absent. Dunk graduated in medicine this spring. He played a strong game at inside wing during the past two years.

There may also be others missing from the ranks, yet new men are being trained up to fill the vacancies. In the ranks of the intermediates, who won the championship in their series last fall, are players who are quite capable of taking their places in senior company. The football executive have practically decided to have a permanent coach to look after the players. They are negotiating with a prominent member of Queen's champion team of '93, to fill the position. With regard to grounds, it is expected that the upper campus will be in shape, and probably the lower one also. These campi, together with the Athletic Grounds, will afford an opportunity for a large number of players to turn out. Regarding the probable strength of the team, it is impossible at present to say anything further, as time alone can tell. However, we wish Captain Bob Patterson every success in his efforts to train up a strong team.

Our Alumni.

At Newburgh, April 6th, Rev. Prof. Nicholson united in marriage Miss Beeman and H. E. Paul, B.A., M.A., '01. The Journal sends them its best wishes.

Rev. W. W. McLaren, M.A., B.D., writes from St. Andrew's Church, Picton to inform us that the Journal has been a welcome paper to him. The Journal is grateful to him for his kind words.

Miss Lilian Vaux, M.A., '02 sends us a few words of appreciation, for which we are deeply thankful. Miss Vaux is it present in Toronto.

J. C. Murray, B.A., B.Sc., who at one time edited the Science Department, paid Queen's a visit recently.

Mr. G. A. Grover, B.Sc., '02, is to be at the head of a surveying party this summer. The party will be engaged in the district west of Saskatoon.

Ladies.

ON Thursday, March 24th, the Levana Society held the last meeting of the year, when the newly-elected President, Miss Williams, presided. Her easy, capable manner assured everyone of the wisdom of the society in their choice of President and filled all with high hopes for the coming year. The meeting was addressed by Mr. T. G. Marquis, B.A., a Queen's graduate, well known in literary circles, and kindly remembered by his many pupils, several of

whom are now in attendance at College. The subject was "Shakespearian Heroines," and Miss MacGregor, in moving the vote of thanks, gave a most concise summary of the lecture and cleverly testified as to Mr. Marquis's ability as a lecturer.

Exchanges.

WHEN IN DOUBT.

"When doubts assail and love for
sakes thee

And strange, un-holy doctrines
stray

Into your mind—a curse to be

As discordant hands on Love to
play,

I bid you stop and think of One

Whose love from man shall never
flee.

Go—see His works—His stars—His
moon—

His sun in all its majesty.

Go thou and live with Nature bright
And see and feel its wondrous
spell.

Go stand encompassed by the night,
Learn of the rain and how it fell.

Stay! linger with the rain-bow hues.
And let your mind their pledge re-

ceive;

Then give to God His Holy dues

And learn to love and to believe."

The Southern Collegian.

1904.

"I do not agonize o'er mis-spent days,
O'er cares and heart-aches of the year
agone;

I do not bring a load of sighs and
griefs,

That marked the passing of the mo-
ments flown.

The book is closed; and if I care to
look

Within its varied pages, I will mark
And ponder on the brightest ones
alone,

And leave in peace the ones that I
made dark.

"But to thee, New Year, I would
bring NEW FAITH.

A faith in man's true, kinship to his
God;

A faith that though the *better* seems
behind,

The *best*, in spite of deadly doubts,
shall spring

Resplendent from a new awakening
sod.

And, New Year, I would bring to
you NEW HOPE.

Hope born of kindly promises ful-
filled;

Of timid buds that into blossoms
bloomed,

And plenteous harvests from a field
ill-tilled.

"And I would bring to you, New
Year, NEW LOVE,

A love to sect and section all un-
known;

That sees in every human heart that
beats

Some likeness to the pulse-throb of its
own.

And, New Year, if to thee I bring a
doubt,

It is to doubt if any soul there be
So steeped in guilt, or so bereft of

good,
That it has not a brother's claim on
me."

The Southern Collegian.

"A few there are who linger at my
side

For moments brief but sweet before
they go.

But though they part to join the mov-
ing tide,

My dusk is lightened with a tender
glow."

The Columbia Monthly.

"And Thou, O Youth, fear not;
idealize your friend, for it is better to
love and be deceived than not to love
at all; idealize your country,—but do
you believe in the purpose of God, so
shall you best serve the times to be;
and in your own life, fear not to act
as your ideal shall command, in the
constant presence of that other self
who goes with you, so shall you blend
with him at the end. Fear not to be-
lieve that the soul is as eternal as the
order that obtains in it, wherefore
you shall ever pursue that divine
beauty which has here so touched and
inflamed you,—for this is the faith of
man, your race, and those who were
fairest in its records. But Thou, be-
gin now and seek wisdom in the beau-
ty of virtue and live in its light, re-
joicing in it; so in this world shall you
live in the foregleam of the world to
come."—*Prof. Woodberry (The Co-
lumbia Monthly).*

"'Childerhose has taken to writing
for a living.' 'How's that?' 'He
writes his father twice a week for re-
mittances.'"—*Ex.*

At the Ontario Dental Convention
the hesitation and the apologetic man-
ner with which some of the speakers
took up the discussion gives "*The
Hya Yaka*" an occasion for quoting
Emerson.

"Out upon your guarded lips.

Sew them up with packthread, do. Else, if you would be a man, speak what you think to-day in words as hard as cannon balls, and to-morrow speak what to-morrow thinks in hard words again, though it contradict everything you said to-day. Then you will be misunderstood, and to be misunderstood is to be great. Pythagoras, Socrates, Galileo and Newton were misunderstood."

"It was an absent-minded member of our Senatus, when he was in a Northern University, and was told his two boys were setting the University on fire, who said dreamily, 'Ah well, boys will be boys.'—*The Student, Edinburgh.*

A letter in "*The Mitre*" from a professor in Trinity regarding advertising the College says: "A great deal has been done by personal canvassing. I think the Provost employs one or two students each summer in this work, and it seems to me this idea is worth some consideration. A present or former student should be a good canvasser, for he knows the advantages he himself has gained."

This idea is a good one, nor is it altogether new. Students and professors both do more or less along this line every summer. To provide expenses and remuneration for students who are willing to canvass for the College is, however, a suggestion that would have to be carried out, if at all, very judiciously, for it could be easily overdone. This gives us an opportunity to remark that the students who go out to work during the summer in physicians' laboratories, in surveying parties, in schools, or on mission-fields are advertising their Alma

Mater for good or for bad. To such we would say, "If you feel like 'spreading' yourselves, please think of the reputation of Queen's." But Polonius put it better (in words quoted often by those whose list of quotations is short), "To thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man."

"Real oratory is a child of truth and ardour. Falsehood is fatal to its birth, and coldness clips its wings and hinders all effective flight. . . . The orator cannot be a bad man; the ring of his coin must be genuine. The eternal mint of truth utters no spurious metal."—Hon. Geo. E. Foster (*Canadian Magazine*).

"*The Mitre*" quotes a short article on "Oratory" from which the above is selected. The thought expressed is good. But we are apt to lose our grasp on what is being said in our wonder at—we can hardly call it admiration of—the quaint, picturesque, 17th century style in which the idea is clothed. You are almost persuaded that you are reading Bacon. Of course there is nothing vicious in this style, except that it becomes monotonous. It strikes one as foreign and as a mannerism, and is therefore not pleasing, though it strikes the ear and compels attention for a while. The figures, however, are apt to become mixed.

MEDALLISTS.

WE shall be greatly obliged if those students who intend to be medallists will have their Photo's ready and will give them to the Editor, or Business Manager as soon as the results are announced.

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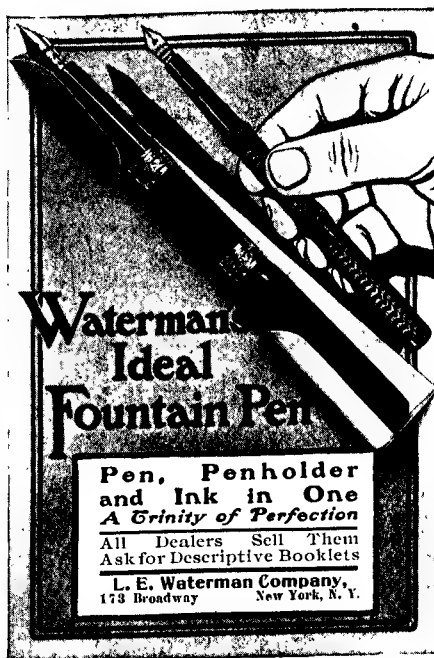
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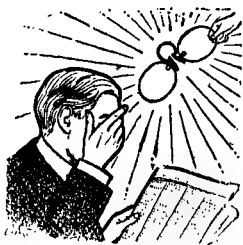
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Educational Department Calendar

March:

1. Inspectors' Annual Reports to Department, due.
Annual Reports from High School Boards, to Department due. (This includes the Financial Statement.)
Financial Statement of Teachers' Associations to Department, due.
Separate School Supporters to notify Municipal Clerks.
31. Night Schools close (session 1903-1904.)
High Schools, second term, and Public and Separate Schools close.

April:

1. Return by Clerks of counties, cities, etc., of population to Department. due.
GOOD FRIDAY.
4. EASTER MONDAY.
5. Annual meeting of the Ontario Educational Association at Toronto.
11. High Schools, third term, and Public and Separate Schools open after Easter Holidays.
15. Reports on Night Schools due.
Examinations in School of Practical Science begin.
21. Annual examination in Applied Science begins.
25. Last day for receiving applications for examination of candidates not in attendance at the Ontario Normal College.
28. Art School Examinations begin.

May:

2. Toronto University Examinations in Arts, Law, Medicine and Agriculture begin.
Notice by candidates for the High School Entrance Examination, to Inspectors, due.
6. ARBOR DAY. (1st Friday in May.)
23. Empire Day (first school day before 24th May.)
Notice by candidates for the District Certificate, Junior Leaving, Senior Leaving, University Matriculation, Commercial Specialist and Kindergarten Examinations, to Inspectors, due.
24. QUEEN VICTORIA'S BIRTHDAY (Tuesday.)
25. Examination at Ontario Normal College, Hamilton, begins.

N.B.—Departmental Examination Papers for past years may be obtained from the Carswell Publishing Company, N. o. 30 Adelaide Street, E., Toronto.



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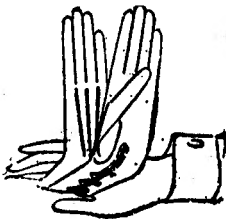
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